

Report of the Accreditation Re-visit to the University of Redlands

Professional Services Division

May 22, 2003

Overview

This item is a follow-up of the accreditation visit to the University of Redlands that was conducted April 18, 2003. This item provides the report of the re-visit team and recommendations regarding five stipulations and the accreditation status.

Staff Recommendations

1. On the basis of the re-visit accreditation team report, staff recommends that the five stipulations placed upon the institution by the Committee on Accreditation be removed.
2. Staff recommends that the Committee on Accreditation change the accreditation status of the University of Redlands from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the above stipulations.

Background Information

A COA accreditation team conducted a visit at the University of Redlands on April 21-24, 2002. On the basis of the accreditation team report, the COA made the following accreditation decision for the University of Redlands and all of its credential programs:
ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- The institution must provide a well defined written plan for hiring and retaining faculty that reflect cultural, ethnic and gender diversity. The plan must indicate how the various levels (President, Academic Vice President, School of Education Dean, etc.) of the university will be involved.
- The institution must provide evidence that it has developed and implemented a systematic, comprehensive and formalized plan for evaluating the quality of its courses and field experiences. The plan must involve diverse community members (e.g., program participants, graduates, local practitioners, participating schools and school districts) in the collection of evaluative information and data and indicate how the information is being used for program design, development and improvement.

- The institution must provide evidence that it develops and implements an individual plan for the mentoring support and professional development of each intern in the Basic Credential program in consultation with the intern and the employing school district.
- The institution must provide evidence that the Multiple Subject coursework begins to prepare each candidate to plan and deliver content-specific instruction in mathematics, science, history-social science, the visual and performing arts, physical education, and health. The coursework as described in the proposed syllabi must include instruction and class experiences addressing specific pedagogical content knowledge.
- The institution must provide evidence that Multiple and Single Subject candidates learn to evaluate current educational technologies and materials, to appropriately select software, to effectively assess electronic research tools including web sites, and to analyze best practices and research findings on the use of technology.

The institution was required to provide written evidence that appropriate actions were taken to remove each of these stipulations. In addition the institution was required to address all standards that were less than fully met. The COA asked the team leader and a team member to re-visit the university to verify the appropriate action in relation to all stipulations and standards less than fully met within one year from the date of its action.

The institution prepared a “Response to Substantive Stipulations” document indicating how each of the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. This was sent to the team members and CCTC staff prior to the re-visit. The institution prepared an interview schedule for the constituencies with input from the CCTC consultant. The re-visit team, who were members of the original team spent a full day at the institution in a focused re-visit. After selected interviews on campus, the team prepared an accreditation report that was presented to the institution. It is now provided to the COA for consideration and action.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM RE-VISIT REPORT**

Institution: University of Redlands

Dates of Re-visit: April 18, 2003

**Original
COA Accreditation**

Decision: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Re-visit Team Recommendations

The team recommends that:

1. The five stipulations from the 2001 accreditation visit be removed.
2. The accreditation decision be changed from **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS** to **ACCREDITATION**

Rationale

Based upon the Institutional Response to the Stipulations, review of supporting evidence and interviews with faculty members, institutional administration, students, graduates, and field supervisors, the team determined that the institution has provided appropriate responses to each of the stipulations and has satisfactorily addressed the standards less than fully met and the concerns identified during the accreditation visit of one year ago. The members of the re-visit team were members of the original accreditation team of one year ago.

Team: **Virginia Glenn**
Lake Tahoe Unified School District (Retired)

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Findings on Stipulations

Stipulation #1

The institution must provide a well-defined written plan for hiring and retaining faculty that reflect cultural, ethnic and gender diversity. The plan must indicate how the various levels (President, Academic Vice President, School of Education Dean, etc.) of the university will be involved.

Re-visit Team Finding:

Summary of steps taken by the University to address the concerns:

- President reconstituted the University-wide committee to coordinate diversity-related initiatives--August 2002
- University has applied for an Irvine Foundation California Diversity Initiative
- President reaffirmed the University's commitment to diversity at the fall 2002 Faculty Assembly
- President's Cabinet Retreat focused on diversity and discussed a diversity document written by the Academic Vice President
- The University WASC document also focused on diversity for the visit in March 2003.
- A new Diversity Committee was formed in the School of Education in June of 2002.
- Five new faculty lines were advertised with specific attention in the announcement to experience in diverse settings. Four positions have been filled: one full professor, 2 associates and 1 assistant. The team noted that the initial advertisement was only for assistant, but the University committed the resources necessary to employ three new faculty of color at higher ranks. Three members of the diversity committee served on the search committee.
- A consultant provided search strategy training to increase the diversity of the faculty.
- Plans were outlined to provide mentoring and support for new faculty to increase retention.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #2

The institution must provide evidence that it has developed and implemented a systematic, comprehensive and formalized plan for evaluating the quality of its courses and field experiences. The plan must involve diverse community members (e.g., program participants, graduates, local practitioners, participating schools and school districts) in the collection of evaluative information and data and indicate how the information is being used for program design, development and improvement.

Re-visit Team Finding:

Summary of steps taken to address the concerns:

- Program Directors and faculty have met regularly to review each program and make modifications.
- Each program collects data such as: assessment of instructors, candidate surveys, employer surveys, advisory board input.

- An Advisory Board for the School of Education programs was formed.
- Evidence was provided that program faculty used these data for decision-making.
- The faculty directors of programs gave a rich description of the various kinds of data that are currently being collected and were able to describe how faculty and professionals on advisory committee used and plan to use this data to implement program improvement.
- A strong and mutually beneficial collaboration has been established between the University and the Redlands School District in support of the Induction Program.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #3

The institution must provide evidence that it develops and implements an individual plan for the mentoring support and professional development of each intern in the Basic Credential program in consultation with the intern and the employing school district. software to provide appropriate faculty and student access to sources of data.

Re-visit Team Finding:

Summary of steps taken to address the concerns:

- A copy of an intern development plan form was included in the appended material.
- This form is tied to the CSTPs and provides for student reflection and regular progress checks.
- A plan is in place for the use of this new seven-page form with all interns.
- The form is a work in progress; and as it is used, both with interns and some student teachers, it will grow and develop to better meet student needs.
- A plan for workshops for support teachers was outlined that included professional development plans for interns.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #4

The institution must provide evidence that the Multiple Subject coursework begins to prepare each candidate to plan and deliver content-specific instruction in mathematics, science, history-social science, the visual and performing arts, physical education, and health. The coursework as described in the proposed syllabi must include instruction and class experiences addressing specific pedagogical content knowledge.

Re-visit Team Finding:

Summary of steps taken to address the concerns:

- All course syllabi were revised to ensure that all elements of this standard are adequately addressed.
- Revisions present thematically planned interdisciplinary instruction, which address math, science, history – social science, visual and performing arts, and health. They also address the special needs and English language learners.

- Students are required to prepare units of study and lessons, which address all the above areas.
- The content specific instruction developed in each of the courses will be delivered, reflected upon and assessed during the time that candidates are in their early field experiences.
- It was particularly helpful to have sections in each of the course syllabi color coded to show which area was being addressed.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #5

The institution must provide evidence that Multiple and Single Subject candidates learn to evaluate current educational technologies and materials, to appropriately select software, to effectively assess electronic research tools including web sites, and to analyze best practices and research findings on the use of technology.

Re-visit Team Finding:

Summary of steps taken to address concerns:

- All course syllabi for both the MS and SS now have specific sections that outline the integration of technology skills into each course.
- A matrix of which courses address the elements of the standards is provided for both the MS and SS programs.
- Training and support in technology are readily available for both staff and students.
- Ongoing efforts are being made to continue to expand skills and increase the use of technology both in the University courses as well as in student teaching experiences.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Additional Requirement

In addition the institution was required to address all standards that were less than fully met.

Multiple Subjects Credential

The team determined that five standards were Met with Concerns and two were Not Met. The two standards that were Not Met were addressed in Stipulations 4 and 5. The remaining standards were addressed through the SB 2042 review process.

Re-visit Team Finding

At the time of the accreditation site visit, the institution had recently submitted its SB 2042 programs to the Commission for review. Results of that review were not yet available. Subsequent to the site visit, the program was thoroughly reviewed by the SB 2042 review panel and all of the standards identified as less than fully met at the site visit were judged to be fully met by the SB 2042 review panel. The program was given

initial accreditation by the COA in August, 2002. The re-visit team concurred in the judgement of the SB 2042 review panel.

Single Subjects Credential

The team determined that five standards were Met with Concerns and one was Not Met. The standard that was Not Met was addressed in Stipulation 5. The remaining standards were addressed through the SB 2042 review process.

Re-visit Team Finding

At the time of the accreditation site visit, the institution had recently submitted its SB 2042 programs to the Commission for review. Results of that review were not yet available. Subsequent to the site visit, the program was thoroughly reviewed by the SB 2042 review panel and all of the standards identified as less than fully met at the site visit were judged to be fully met by the SB 2042 review panel. The program was given initial accreditation by the COA in August, 2002. The re-visit team concurred in the judgement of the SB 2042 review panel.

Clinical Rehabilitative Services Credential

Following was the finding of the team on ASHA standard 5.2:

The Communicative Disorders program has resource needs that are not being met at this time regarding aging equipment, safety of a play area, and facility space. The most pressing need is replacement of the audio-visual system in the Morrison Clinic. The system is necessary to observe clinical sessions, but equipment breaks down on occasion. Another concern is the unsafe play area paved with asphalt. Students cannot take their child clients into the area to do play therapy. Yet another concern is the lack of a clinical planning area with space to store tests and materials. The program also has no laboratory space for research or teaching purposes

Re-visit Team Finding:

- A private donor has promised funding to repair the playground and install new equipment. Work is expected to be completed by end of summer.
- A consultant was hired to analyze the needs and recommend the revisions for the audio – visual support system.
- Based on these recommendations, new audio-visual equipment has been purchased and will be installed in the next few weeks.
- The installation of wiring for 5 computer stations was in progress on the day of our visit. These stations and printers will be available for students to use for the confidential client reports, which they must write.
- Testing supplies and other teaching materials will be housed in the new student work area in the existing library and a work study student will be hired to supervise these materials.

Re-visit Team Recommendation:

The team finds that all standards are now fully met.